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ABSTRACT

This paper provides an example procedure used to design and install a program of assessment to improve communication instruction through a competency-based core curriculum at a mid-sized, urban university. The paper models the various steps in the process, and includes specific tests, forms, memos, course description, sources, and procedures which may be employed by other communication departments interested in a competency-based core curriculum that integrates a variety of assessment procedures throughout the program. The paper is divided into six parts: (1) non-student measures (including sheets on faculty goal-setting, department evaluation by faculty, and a student graduate survey); (2) curricular information memos to students (including program requirements, program changes, and program information or communication competence, core curriculum competencies, and student portfolios); (3) syllabi for cornerstone and capstone courses (Introduction to Study of Human Communication, and Research Seminar in Communication); (4) standardized student competency rating forms (including rating forms for general communication competencies, oral competency, and written competency); (5) segments from the Communication Assessment Measure (CAM); and (6) a bibliography of 67 references. The CAM items in section 5 include a pretest, student profile, student ranking of learning goals, interaction involvement scale, communication style, instructor immediacy behavior, teacher credibility measure, style motivation scale, student knowledge assessment form, and student evaluation of instructors. (PRA)

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An Assessment Program Designed to Improve Communication Instruction Through a Competency-Based Core Curriculum

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A paper presented at the 77th annual meeting of the Speech Communication Association, Atlanta, November 2, 1991.

Abstract

The purpose of this paper is to provide an example procedure for designing and installing a program of assessment for a department of communication at a midsized, urban university. The authors provide specific tests, forms, and procedures which may be employed by other communication departments struggling with similar assessment issues.

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An Assessment Program Designed to Improve Communication Instruction Through a Competency-Based Core Curriculum

Shortly after joining the University of Missouri-Kansas City faculty four years ago, I became involved in the state-mandated assessment procedures. Basically, the state wanted to make faculty more accountable, so they passed legislation requiring assessment of higher education. They failed to provide procedures or financing for the assessment, however, so faculty were confused about the politicians' expectations. The initial reaction of faculty was negative, particularly because our state is in the middle of severe budget cuts in higher education. This coming year, for example, faculty are expecting salary and program cuts. Obviously, this financial squeeze has existed for several years, making faculty suspicious that the proposed assessment was a way for administrators to determine what programs would be cut.

Our university began the assessment process by appointing a director of assessment and a committee to coordinate assessment across the campus. In addition, the Kansas City Regional Council for Higher Education (KCRCHE) provided some training programs for faculty involved in assessment. Although these approaches seem to be earnest attempts to create viable assessment, our faculty found little direct link with the campus coordination, and few attended the KCRCHE meetings.

Because the process seemed like we were being required to buy and supply the rope with which we might be hanged, most faculty resisted the entire assessment process. In our department, although we created a committee to establish procedures, the committee avoided meeting. Assessment appeared to be a no-win situation: we could create assessment procedures that showed our weaknesses and increase our chances of losing our program, or we could waste our time creating an artificially rosey picture that would impress others while failing to give us the information we need to improve our program. No one wanted to be bothered with either alternative, but we had to do something. Thus, our departmental faculty provided test questions from basic courses to the committee chair so that he could formulate an assessment test (Neer, 1990). Despite the chair's diligent efforts, we considered the test of little value.

Although we thought the newly developed Communication Assessment Measure (CAM) results were too low, we had the sense that no one--not students, not faculty, not administrators--cared what our assessment report said. We suspected that no one outside of the department would read our assessment report. With somewhat complicated statistics, however, the report made us look like we were doing something impressive. Apparently, the illusion was all that was required. Although an assessment summary is required each year, we have never received specific feedback about any of our assessment reports for the past four years. Whether or not our assessment report is useful externally, we have found it to be useful within our department.

A series of problems had developed with the CAM. First, our students were required to take the test before they were allowed to graduate, but there was no minimum score required. Motivation to take the test seriously was low. Second, there was no pretest, so we were unable to determine student improvement. Third, not all students had taken the same courses, nor were all sections taken with the same instructor, so there were differences in what the students had been taught. Finally, we were uncertain what the test measured. Thus, the faculty put little stock in the low CAM scores as a genuine reflection of our students' learning. Each of these problems nagged at us, until we eventually decided to adjust our curriculum and assessment accordingly.

The amazing part of the process was how the "assessment game" started changing our faculty. Our committee chair worked hard to develop an assessment test that could give us knowledge about our students and our program. Test development quickly became sufficiently difficult that we wanted the test to be reliable and valid. None of us wanted to do poor quality work, so we became concerned about the CAM problems. We wanted to know to what extent we actually were successful in our instruction. The low CAM scores indicated that either our instruction was not as effective as we thought, or we needed to develop an assessment procedure that better reflected our success. Either way, we needed to take action. As our faculty learned about things we disliked about assessment results, we began talking about those results. The KCRCHE training helped faculty focus on the real purpose of assessment: to improve student learning. Gradually, the tone of our faculty

conversations began to change. While some of us talked about what we could do to improve our program, other faculty began to become involved in the process. We are a relatively small group of faculty, who work well together, and feel proud of our program. The key was to replace the resentment over the assessment process with a desire to do assessment for our own purposes: to improve the effectiveness of our program. Some faculty members began to focus on improving our curriculum and finding better ways to organize our instruction. Then we started discussing the competencies that our students should have. We brought in a scholar from another institution who acted as a springboard to help us discuss departmental goals. Before long, we stopped worrying about the state-mandated assessment and our fears of program cuts. Our faculty claimed assessment for our own purposes. We wanted to know: How can we better organize our program? How can we see that each student receives the same core education? What competencies do our graduates need? What changes do we need to make to improve student learning? How can we determine the extent to which we are effective?

The outcome has been a new competency-based core curriculum that integrates a variety of assessment procedures throughout the program (Aitken & Neer, 1992). One faculty member recently said: "I didn't see anything wrong with our old curriculum." Although she may be correct, there is something better about the new curriculum: our faculty and students are focused on the same goals. Although we have not determined the extent of our effectiveness yet, at least we have defined "effectiveness."

While we found many helpful people and resources over the past four years, we were surprised by the extent of assessment procedures we had to develop on our own. Despite the progress of the Speech Communication Association, we found no single assessment model we could use. Although no one could design an assessment package appropriate for everyone, one would expect sufficient commonalities between departments of communication to warrant some standard approaches. Thus, we are providing the specific materials we modified and developed, in hopes that it will save time and energy for other faculty.

Rather than describe our program here (see description in Aitken & Neer, 1992), I have compiled many specific materials we are using:

forms, memos, tests, course descriptions, and sources. This packet may be more than you need, but it should be sufficient to provide models for the various steps in the process. In addition, as we continue to develop the CAM, portfolio, and other assessment procedures, we hope that various departments will chose to test them and provide additional reliability and validity information. If you use any of these materials, we request that you report your findings and suggestions to us. We want our work to be available to consider, to evaluate, to reject, and to copy. We hope you will find the information useful.

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Faculty Goal-Setting (adapted from Cross, 1991)

General Goals

Below are six general educational goals. Rank them from 1 (most important) to 6 (least important). In ranking, each goal will have a different response (do not use a number more than once).

Please use your computer sheet to respond and return the results to the Assessment Committee. We will discuss the results in our next faculty meeting.

1. Teaching facts and principles of the subject matter.
2. Developing higher order thinking skills.
3. Preparing students for jobs and careers.
4. Developing student abilities (self-fulfillment).
5. Teaching basic learning skills.
6. Providing a role model for students.

Teaching Goals-Competency Inventory

What should we teach? Rate those goals which you think are essential in the courses you teach.

1 = absolutely essential
2 = important
3 = useful
4 = only if extra time available
5 = not essential or not applicable

1. Critical thinking skills
2. Interpersonal competence
3. Language competence
4. Leadership competence
5. Reading competence
6. Research competence
7. Oral communication competence
8. Cultural appreciation
9. Writing competence
10. Decision-making competence
11. Theoretical competence
12. Ethical/philosophical appreciation
13. Application of communication principles
14. Knowledge of terms and facts
15. Self-esteem
16. Independent thinking
17. Value of subject
18. Responsibility for self
19. Knowledge of career aspects
20. Creativity

Comments:

Department Evaluation by Faculty

Instructions to the Faculty: Please take a few minutes to identify what you consider departmental strengths and weaknesses. Keep your responses anonymous. Use a number two pencil to complete the computer sheet. If you would like to write some comments in essay form, have them typed by the department secretary and turned in to us separately. Thank you for your help.

Assessment Committee

1 = very strong
2 = good
3 = satisfactory
4 = needs improvement
5 = major concern

1. Departmental goals
2. Student population served
3. New curriculum design
4. Non-core courses
5. Interpersonal relationships
6. Faculty autonomy
7. Inter-relationship or coordination of course content
8. Course syllabi or organization
9. Course scheduling
10. Instructional methodology
11. Travel
12. Faculty development
13. Student advising
14. Enrollment trends
15. Communication majors
16. Serving non-majors
17. Faculty evaluation
18. Facilities and equipment
19. Financial resources
20. Research support

Student Graduate Survey (adapted from Herder, 1990)

___No answer/will try again ___ 2nd try ___3rd try

___Answered/Busy (Call back day_____ time period_____)

___Answered/Refused to respond ___Wrong number ___ Moved

___Recording ___Disconnected New number:_____

My name is _____. I'm calling you as a representative of your university to talk to you about your ideas about the program. We need your help to improve our program and would appreciate having you spend a few minutes to give us feedback.

1 = learned extremely well
2 = learned well
3 = learned to satisfactory level
4 = needs improvement
5 = a learning deficit

Please tell me how effectively you have learned these communication competencies:

1. Critical thinking skills
2. Interpersonal competence
3. Language competence
4. Leadership competence
5. Reading competence
6. Research competence
7. Oral communication competence
8. Cultural appreciation
9. Writing competence
10. Decision-making competence
11. Theoretical competence
12. Ethical/philosophical appreciation

Open-ended

13. What are your impressions about how well your program met your personal objectives?

14. What did you find most valuable about the program?

15. What changes can you suggest to improve our program?

Program Changes

TO: Communication Studies Majors and Prospective Majors

FROM: Department of Communication Studies

DATE: April 15, 1991

RE: Program Changes Beginning September 1, 1991

You may already be aware that the department changed the required core of courses for its majors. If you have not been informed of these changes, or if you do not understand these changes, the department would like to officially inform you about the new required core for all majors.

Before describing the new core, you may find it useful to know to whom these changes apply. The only students who will be affected by this change are those who have not declared Communication Studies as their academic major as of September 1, 1991. If you have already declared your major, the change in the required core does not apply to you.

The change in the required core was initiated to offer you the best quality educational experience possible at UMKC by (1) providing you a well-rounded understanding of the communication discipline and (2) to provide all of our majors with a set of communication competencies to help prepare them for their prospective career or profession.

Thus, even if you have already declared your major, we strongly encourage you to consider enrolling in the new core courses you have not previously taken. Communication Studies 206 is one example. If you also have not completed either the Group Dynamics (343) course or Interpersonal Communication (the former 242 class which will become 377 in the Fall), we also recommend you consider enrolling in Communication Studies 344.

We have included a brief description of the new core in this letter. If you have any questions about the new core, please discuss them with any of your faculty or contact me directly in 206 Royall or at 235-1697.

We are looking forward to implementing the new core and other educational programs we also are designing to go into effect with the new core. Please stop by the office and ask Anastasia for the Communication Studies Program Information document that describes these additional opportunities.

Sincerely,

Michael R. Neer
Acting Chair

Program Information

TO: Communication Studies Majors and Prospective Majors

FROM: Communication Studies Department

DATE: September 1, 1991

RE: Communication Studies Program Information

I. INTRODUCTION TO THE DEPARTMENT

The Department of Communication Studies has developed an academic program of study for its undergraduate majors that is designed to provide a well-rounded understanding of the discipline and a set of communication competencies to help prepare you for your prospective career.

Earning a B.A. will provide information on issues at the forefront of the communication discipline, such as the following:

A. What are the prominent theories of communication and how do they explain human interaction?

B. What is communication competence and how may individuals assess their communication effectiveness?

C. What is the role of mass media in defining culture and in-influencing human behavior?

D. What are the essential critical tools for analyzing and evaluating both the effectiveness and the ethical validity of communication?

E. What is the significance of communication in social, cultural, and political change?

F. Why are writing and reading skills so important in a culture in which the visual image has become a primary means of information?

G. Why do corporate executives rate the ability to communicate equal to technical expertise or "on the job" knowledge?

H. What can the student do to develop communication sensitivity, so as to avoid communication that reflects bias regarding cultural, ethnic background, sexual/affectional orientation, and gender?

I. How can the student develop communication competence within an interdisciplinary approach to study?

J. How can you best relate the improvement of communication competencies to your personal and professional life.

II. THE REQUIRED CORE

The department has defined a core of required courses that we believe are important for all majors to complete regardless of their area of emphasis (Mass Communication or Speech Communication).

The Required Core Courses: (15 Hours)

Com S 110 -- Fundamentals of effective Speaking and Listening
Com S 206 -- Introduction to the Study of Human Communication
Com S 320 -- Mass Media, Culture, and Society
Com S 344 -- Communication in Organizational Settings
Com S 483 -- Research Seminar in Communication Studies

The core will introduce the student to the discipline, including: the theory-building processes, the research methods through which communication knowledge is generated, the methods available to you for increasing communication competence, and the relevance of communication in addressing social, political, and intercultural issues.

A. Communication Competency

Research shows that recent college graduates--although well-qualified for the jobs they seek--often lack listening, leadership, decision-making, and interpersonal skills that are essential to the business and the professional world. Communication Studies 110 (Principles of Effective Speaking and Listening) and Communication Studies 344 (Communication in Organizational Settings) are designed to strengthen the communication competencies relevant to professional settings as well as other social settings that require communication competence.

B. History and Culture

To understand what is studied in communication requires an awareness of the historical and cultural conditions in which the communication discipline is cast. Communication Studies 320 (Mass Media, Culture, and Society) explores "revolutionary" ways in which humans communicate in the 20th century. Communication Studies 206 (Introduction to the Study of Human Communication) compares how communication was traditionally studied and how it is now studied. Both 320 and 206 investigate critical issues that communication professionals need to know so that they are aware of the historical and cultural conditions that influence and shape the study of communication.

C. Research Methods

What we know and what we believe to be true about communication is influenced by the research methods through scholars conduct their inquiry into communication. Knowledge changes as historical and cultural conditions change; knowledge also changes as the research tools that are used change.

Communication Studies 206 and Communication Studies 483 (Research Seminar in Communication Studies) each address the issue of "how well do we know what we know?" and "how do the ways in which we conduct research produce different results and interpretations of our knowledge? Communication Studies 483 asks you to assume the role of a communication scientist: one who is determined test what is hypothesized, speculated, rationalized, or believed to be a "communication truth."

III. THE REQUIRED SUBCORE REQUIREMENTS

Each emphasis area within the department--Mass Communication and Speech Communication--also involves a 9-credit hour required subcore of courses.

A. Mass Communication

331 Mass Media in America (3)
339 Theories of Mass Communication (3)
351 Writing for the Media (3)

Purpose of the Subcore:

These three courses represent major areas of inquiry in Mass Communication: (1) historical and social development of mass media systems, (2) mass communication theories and critical theories for analyzing the media, and (3) the practice of media arts in creating media culture (including writing, production, and performance within media contexts). These three courses will provide students with an understanding of how people use media, are affected by the media, how media creates culture and influences social and political change.

B. Speech Communication

317 Persuasion (3)
341 Rhetorical Theory and Criticism (3)
377 Interpersonal Communication (3)

Purpose of the Subcore:

The three courses will introduce speech communication majors to the prominent areas of study. The three sub-core courses represent the two major levels of inquiry in Speech Communication: (1) interpersonal communication (including group and intercultural), and (2) public communication (including persuasion and rhetorical theory and criticism). These three courses will provide an understanding of how people use communication to affect personal growth, engage in social interaction, and evaluate discourse in the public arena.

NOTE: Speech Communication courses include: 212, 312, 244, 254, 343, 349, 426, 428, 431 & 482. All other courses are Mass Communication.

IV. COMPONENTS OF COMMUNICATION COMPETENCE

The core will introduce you to an enormous quantity of information. Therefore, we developed 12 communication competencies which reflect the content studied in the required core.

We identified competencies areas to assist in organizing your knowledge of communication. The core courses are intended to be highly interrelated; that is, the competencies in one course establish a foundation that is built upon in other courses.

Note that each core course services more than one competence and that each competence is studied in more than one course. Thus, the core courses are integrated so that when the core is completed, your knowledge of communication reflects a synthesis of information studied across the core. The twelve communication competencies are defined in Appendix 1.

In Appendix 2, the interrelationship between the core and the competencies is outlined.

V. THE STUDENT PORTFOLIO

The faculty has designed a student portfolio requirement to help you integrate your learning across the required core.

A student portfolio will provide you with an opportunity to assess your communication strengths and also identify the areas you want to make further improvement. Thus, one of the purposes of the portfolio is to encourage you to evaluate your own communication skills and performance using the communication competencies.

Not only will the portfolio engage you in the process of self-evaluation, but encourage you to take steps toward preparation of advanced academic study and professional career planning, such as scheduling pre-employment and employment interviews (e.g., including your updated resume and cover letter in the portfolio).

The Student Portfolio appears in Appendix 3. Numerous activities are listed in guiding you toward fulfilling the learning objectives of the Portfolio. Some are required by faculty, others are your choice. Keep in mind that the portfolio may be useful information to faculty or other persons whom you ask to write letters of recommendation on your behalf, or to prospective employers and others who may want to review your work. Your portfolio will be kept for years after your graduation, after which it may be returned to you with a post-program assessment evaluation.

VI. WRITING INTENSIVE and WRITING EXTENSIVE COURSES

As previously noted, both oral and written competence are consistently listed by corporate executives among the most important skills they expect their prospective employees to be able to demonstrate. It is the department's responsibility, along with the individual student, to improve writing competence.

A. Definition

1. The Writing Across the Curriculum program at UMKC defines a writing intensive course as one that requires a minimum of 5000 written word (approximately 20 typed pages). Included in this total are required revisions of original drafts of written material. Thus, an instructor could require a typewritten first draft of part of a paper that the student would be required to rewrite before writing the remainder of the paper.

2. The Department of Communication Studies also has designated certain courses within the department as writing extensive. These courses will require a minimum of 3000 written words (approximately 12 typed pages) with or without revision of original written drafts. This may include a 12 page term paper or a series of short papers that also total to 3000 words.

B. Courses Designated as Writing Intensive or Writing Extensive

All majors will complete at least one writing intensive course (483) and at least three writing extensive courses (320, and 331 and 339

OR 320 and 341 and 377). The list of Writing Intensive/Writing Extensive courses offered through Communication Studies are:

Writing Intensive Courses:
Com S 351 -- Writing for the Media
Com S 458 -- Publicity, Promotion, and the Media
Com S 483 -- Research Seminar in Communication Studies

Writing Extensive Courses:
244, 320, 331, 339, 343, 341, 376,
377, 380, 402cd, 456, and 462.

VII. SIX-HOUR OPTION FOR COMMUNICATION STUDIES CREDIT

The study of communication is among one of the most interdisciplinary areas of study in the social and behavioral sciences. The faculty suggests that you take the opportunity to examine how other academic units approach the study of communication.

A. Criteria for Selection of Outside Courses

1. The course enhances understanding of communication theories, principles, and practices

2. The course provides information not provided in departmental courses but which is central to the study of communication

3. The course reflects the interdisciplinary study of communication (i.e., the course adds to our understanding of the social milieu that influences the study of communication as well as how other disciplines conceptualize communication).

4. The course is offered for 300-400 level credit

B. The Optional Courses Outside the Department

Depending upon your unique interests or professional objectives, you may wish to consider any two (2) of the following courses to count toward your 36 credit hours required for the Communication Studies major Note: please consult the UMKC General Catalog for the course description and also consult with the instructor of the course before you decide to enroll in any of the following courses. Several of these courses list prerequisites that must first be completed.

1.	Political Science 312	Mass Media and American Politics
2.	English 329	Film as Art
3.	Philosophy 336	Philosophy of Language
4.	Theater 415	Introduction to Playwriting
5.	Psychology 300	Intro. to Industrial Psychology
6.	English 429	Screenwriting
7.	English 313	Advanced Reporting
8.	English 440	American Culture
9.	BPA 340	Theory of Organizations
10.	BPA 469	Human Relations
11.	Art 333	Intermediate Video Art
12.	Art 305	Photography II
13.	Art 310	Intermediate Computer Graphics
14.	Theater 371	Stage Lighting
15.	Conservatory 309	Audio Recording III

Memo Appendix 1: Communication Competence

Interpersonal Competence

A summary of the research on interpersonal communication indicates ten major areas needing competence: self-disclosure, empathy, social relaxation, assertiveness, interaction management, altercentrism, expressiveness, supportiveness, immediacy, environmental control. Within this framework, we include the intrapersonal variables of: perceptual processes, self-esteem and self-confidence, and belief-attitude-value structures. We expect students to recognize the influential role that intrapersonal processes play in affecting interpersonal outcomes.

Critical Thinking Competence

Critical thinking competence includes listening competence and the careful analysis and interpretation of messages. In addition, the student should be able to analyze supporting materials, make connections and applications to various contexts, demonstrate concentration, and understand the logic of different thinking patterns. These skills are particularly important in critical listening, intrapersonal processing, effective writing, being a knowledgeable media consumer, and evaluating persuasion messages. The component includes the following process skill objectives: (a) to increase accurate observation and memory, (b) to reflect on one's biases and perspectives, (c) to develop the ability to see various sides of an issue, (d) to increase objectivity, (e) to recognize persuasive language, (f) to analyze premises and conclusions, (g) to recognize fallacious reasoning, (h) to determine important questions to ponder, and (i) to find answers to important questions through independent research and problem-solving skills.

Language Competence

Language competence includes an understanding of effective use of verbal and nonverbal codes. This competency comprises a knowledge of the concept of symbolization; types of meanings; levels of abstraction; encoding and decoding processes; intrapersonal communication processes; avoidance of language indicating bias based on gender, age, ethnic, or sexual/affectional orientation; the influence of culture; the importance of language in expressing power; recognition of spatial and temporal cues; and other aspects of verbal and nonverbal communication.

Leadership Competence

Leadership competence includes skills appropriate to leadership in personal, business, community, and media contexts. Leadership competence comprises knowledge of problem-solving; conflict management; small group roles; persuasive techniques; task, maintenance, and social functions; agenda setting; questioning techniques; consensus methods; and self-evaluation of leadership potential.

Reading Competence

Appreciation of communication may be enhanced by traditional communication scholarship and classical and contemporary fiction and non-fiction. One scholar asserted that learning is enhanced when the learner has control of the learning process. Thus, students take control of the learning process when they are able to create an enlarged context for examining abstract communication theories and principles. Literature that focuses on cultural and social analysis may be one means of expanding and enlarging understanding of communication across a variety of experiential contexts.

Research Competence

The key motivation behind research competence is to provide ways for students to answer their own questions now and after graduation. Research competence includes four general areas: (a) recognizing appropriate methods of research, (b) discovering facts and issues relevant to the task at hand, (c) employing creative use of problem-solving, and (d) using computer, library, and other sources. Research competence can assist students in reading communication research. When conducting literature reviews as communication professionals, faculty expect students to have sufficient research literacy to evaluate the literature they read. The research tools that students should have include: differentiating primary from secondary sources, sampling methods used in generating data, research and critical designs selected in identifying variables, the significance of sample size, and factors contributing to internal and external validity in historical-critical and other forms of research. Understanding the research process is intended to guard against unquestioning acceptance of research findings and the perception that research is unintelligible.

Oral Communication Competence

Oral communication competence includes the general categories of effective application of competencies involving the source, the message, the receiver(s), and the context. Four major competency areas were identified: audience adaptability (e.g., selection of materials appropriate to a particular audience, and developing and maintaining credibility), organizational ability (e.g., effective use of transitions, conclusions, transitional devices, and different patterns of organization), message preparation (e.g., selection of visual, emotional, and logical support), and message presentation (e.g., verbal and non-verbal delivery style).

Cultural Appreciation

This competency comprises an appreciation of the cultural dimensions of communication, including intercultural communication and the history and traditions of the field. In addition, the student should possess an aesthetic appreciation of communication as art. It also includes a sensitivity of communication differences between different cultures. The intended outcome and our rationale for intensifying the cultural component is to foster appreciation of all cultures and recognize the limits of one's own culture.

Writing Competence

Writing competence contains four major elements. First, the student should be able to select a topic and purpose that is occasion-, audience, and writer-appropriate; relevant; sufficiently narrow in focus; and clearly phrased. Second, research should be adequate, relevant, and timely. Third, the student should uphold a standard of writing that includes an adaptation to specific style manual and teacher requirements. Within that framework, the student should be able to revise and integrate ideas related to feedback from earlier draft(s). The student should develop a clear, scholarly writing style that uses acceptable spelling, grammar, technical aspects, and organization. In addition, students may be required to master other styles, such as those appropriate in media, advertising, and public speaking. Finally, the student should be able to express her or his ideas clearly in a well-developed manner. That manner should include adequate support, critical analysis, creative insights, fresh points of view, careful thought, thorough preparation, revision and

integration of ideas from previous drafts, and demonstration of acceptable spelling and grammar.

Decision-Making Competence

Decision-making competence includes knowledge of: reflective thinking processes, rhetorical sensitivity, argumentation methods, decision emergence, task process activities, relational activities, topic focus, listening, critical thinking processes, and developmental decision-making processes.
The competent decision-maker is able to determine the most appropriate methods by which to communicate effectively, while applying various communication competencies to the decision-making process.

Theoretical Competence

Theoretical competence contains the ability to acknowledge the functions of theories to organize, explain, and describe experience. The student should be able to appreciate going beyond the observable to provide predictive knowledge (to control events) and to stimulate and guide research in the field of communication. Students should be able to identify major paradigms of communication theories within differing contexts.

One scholar suggested that communication instruction should offer propositional knowledge through which the learner is "able to articulate understanding of communication, array options, and choose between them." Another researcher offered a rationale for teaching theoretical competence when she suggested that to be successful in teaching people to observe, explain, and manage their communication, faculty must motivate students to approach their communication scientifically.

Ethical and Philosophical Appreciation

The ethical competency includes: a value of open-ended dialogue, trust in the rational examination of ideas, open-mindedness to others' ideas, fair-mindedness, indignation at unrecognized arbitrariness, and the desire to seek learning for learning's sake and not only for earning's sake. Ethical and philosophical appreciation includes the ability to articulate ones basis for a personal theory of communication. Ethical appreciation comprises one's ability to evaluate motives of self and other, and to approach communication from an interdependent, altercentric, and honest perspective. Ethical considerations are particularly important within persuasion, whether sending or receiving messages. The student should learn to judge appropriate and inappropriate methods of persuasion. In addition, ethical conduct includes giving credit for the source of ideas and information. Toward the goal of philosophical appreciation, the department endorses the application of knowledge to solving pressing social problems. The student is encouraged to engage in the rational investigation of social issues, while having a concern for the moral values of communication in the global community, including confronting prejudice based on culture, ethnic origin, gender, and sexual/affectional orientation.

Memo Appendix 2: Core Curriculum Competencies

Competence Component	Core Curriculum					
	110	206	320	340	483	Total
1. Interpersonal competence	*			*		2
2. Critical thinking competence	*	*	*		*	4
3. Language competence	*			*		2
4. Leadership competence	*			*		2
5. Reading competence		*	*		*	3
6. Research competence	*	*			*	3
7. Oral communication competence	*			*		2
8. Cultural appreciation		*	*			2
9. Writing competence	*	*			*	3
10. Decision-making competence	*			*		2
11. Theoretical competence		*	*	*	*	4
12. Ethical/philosophical appreciation	*	*	*			3
Total (competencies serviced per course)	9	7	5	6	5	

Memo Appendix 3: Student Portfolio

To balance our objective assessment methods (CAM), we are using student portfolios. You need not write anything new for the portfolio, but should make copies of good work from UMKC classes or other sources that you can place in the folder. Please check off items you include and make sure each item contains your name and date. You are responsible for updating your portfolio. We recommend that you keep an original portfolio for yourself and only place copies in the department portfolio.

Student name:_____

Current address:_____

Telephone number: (work)_____ (home)_____

Permanent address:_____

Contact person name & phone:_____

Required items:

__Three examples of your written work (see items below for suggestions)
__Communication Assessment Measure (CAM) scores (to be added by the department)

*****

Example written work:
__An updated resume and cover letter
__The student's professional goals for graduation, and 5 and 10 years later
__One written assignment from a sophomore, junior, and senior level course
__Written work from your employment or internship
__A research paper from the capstone course or other upper level course
__A self-assessment of your communication competencies
__An example of written work other than term papers (speech manuscript, newspaper article, advertisement, television script, etc.)
__A well-written essay test
__An essay on the student's personal theory of communication
__An explanation of coursework completed outside the department and its benefit
__A discussion of a valuable theory of communication

Additional relevant items:
__A recent transcript
__Standardized examination scores (such as GRE, LSAT, GMAT, or MAT)
__A letter of reference from an employment, internship, or other source
__Structured class activities
__A videoed performance or production
__A list of classical and contemporary fiction and nonfiction read in the last two years
__The five books most valuable in communication studies (and why)
__A list of periodicals and magazines regularly read (and why)
__Specify additional information included:

Program Requirements

TO: Communication Studies Majors & Prospective Majors

FROM: Communication Studies Department

RE: Program Requirements

DATE: September 1, 1991

INTRODUCTION

The department has defined a core of required courses that are important for all majors to complete regardless of their area of emphasis. The core will introduce you to the discipline, including: its theory-building and research processes, the methods used to help students become skilled communicators, and the importance of the discipline in addressing social, political, and intercultural issues.

THE REQUIRED CORE (15 Hours)

110 Fundamentals of Effective Speaking and Listening

The course is designed for first year students and serves as the foundation for oral and listening competence.

206 Introduction to the Study of Human Communication

This sophomore level course is designed as the cornerstone course for the introduction to the communication discipline and profession.

320 Mass Media, Culture, and Society

The course provides an understanding of media history, media structure and processes, media effects, and cultural appreciation. The course emphasizes the importance of being a critical and knowledgeable media consumer.

344 Communication within Organizational Settings

The course focuses on a wide range of communication competencies across group, interpersonal, and persuasive situations found in both career and social interaction settings.

483 Research Seminar in Communication Studies

This capstone (summary) course is designed to be completed near the end of a student's program. The course will enable students to further develop their skills in reading, conducting, writing and evaluating research.

THE SUBCORE REQUIREMENTS

Each emphasis area within the department--Mass Communication and Speech Communication--also involves a 9-credit hour required subcore of courses.

1. Mass Communication

331 Mass Media in America (3)
339 Theories of Mass Communication (3)
351 Writing for the Media (3)

Purpose of the Subcore:

These three courses represent major areas of inquiry in Mass Communication: (1) historical and social development of mass media systems, (2) mass communication theories and critical theories for analyzing the media, and (3) the role of media arts (including writing, production, and performance within media contexts) in creating media culture. These three courses will provide students with an understanding of how humans use media, are affected by the media, how media creates culture and influences social and political change.

2. Speech Communication

317 Persuasion (3)
341 Rhetorical Theory and Criticism (3)
377 Interpersonal Communication (3)

Purpose of the Subcore:

The three courses will introduce speech communication majors to the prominent areas of study. The three subcore courses represent the two major levels of inquiry in Speech Communication: (1) interpersonal communication (including group and intercultural), and (2) public communication (including persuasion and rhetorical theory and criticism). These three courses will provide an understanding of how humans use communication to affect personal growth, engage in social interaction, and evaluate discourse in the public arena.

NOTE: With the exception of 212, 244, 254p, 343, 349, 426, 428, 431 & 482 (which are Speech Communication courses), all other courses in the UMKC catalogue are Mass Communication courses.

ADDITIONAL REQUIREMENTS FOR MAJORS

1. REQUIREMENTS FOR DECLARING THE MAJOR
(Professor Rener, 816-235-2532 & 401 Scofield, is the adviser for Communication Studies.)

a. 60 hrs. of university credit (2.0 GPA)
b. ComS 110 and 206 (or transfer equivalency; 2.5 GPA)
c. Two English writing courses (2.5 GPA)
d. Copy of Transcript
e. Completed "Major Declaration" form (available in 206 Royall Hall)

f. Approval by adviser/department chair

2. REQUIREMENTS FOR EARNING THE B.A. DEGREE
(Don Malkmus, 816-235-1132, handles all questions regarding general degree requirements.)

a. No more than TWO weekend courses
b. A 2.50 GPA in Communication Studies courses
c. Previously filed and approved "Major Declaration" form
d. Completed "Degree Requirements & Program"form from the Arts & Sciences Academic Advising Office (109 SSB). MUST be completed EARLY in your last semester.
e. Completion of the Student Portfolio
f. Completion of the Communication Assessment Test during the semester you intend to graduate.
g. All Communication Studies courses must be completed with at least a grade of "C." Courses that have been completed with a "D" grade may not be applied toward the required 36 hours in Communication Studies
h. At least 18 of your 36 credit hours in the department must be earned at the 300-400 level
i. Communication Studies 140 may not be counted toward the 36-hour requirement of departmental courses
j. Optional Alternative: enroll in up to 6 credit hours in courses outside Communication Studies for which you may receive credit toward your 36 required hours of Communication Studies courses. SEE DEPARTMENTAL LIST OF APPROVED COURSES.*

*The optional alternative for earning Communication Studies credit along with other features of the program of study for Communication Studies majors is available from the department in a document called "Communication Studies Program Information."

THE REQUIRED CORE

15 HOURS REQUIRED CORE (For all Majors)

		Grade	Semester Completed
110	(3)	_____	_____
206	(3)	_____	_____
320	(3)	_____	_____
344	(3)	_____	_____
483	(3)	_____	_____

9 HOURS REQUIRED SUBCORES

Mass Communication				Speech Communication			
331	(3)	_____	_____	317	(3)	_____	_____
339	(3)	_____	_____	341	(3)	_____	_____
351	(3)	_____	_____	377*	(3)	_____	_____

12 HOURS ELECTIVE HOURS (any additional 12 hours within the department or the approved 6-hour option of course work outside the department)

Course	(Credits)	Grade	Completed
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*formerly 242

Introduction to the Study of Human Communication: COMS 206

Tentative Schedule and Course Guide
New course in Department of Communication Studies: Fall, 1991

Purpose of the Cornerstone Course

This is the cornerstone course for the program in Communication Studies. It is designed for sophomore students interested in declaring a major in communication studies. Students not interested in majoring in communication studies should withdraw from the course. Course content will include: an introduction to our Department of Communication Studies, an introduction to the field of communication, theory building in the profession, an overview of the research process, and prominent areas of communication inquiry. The purposes of the course include:

1. To introduce students to the major areas of inquiry within the discipline,
2. To acquaint students with the major theoretical and philosophical systems guiding communication research,
3. To develop students' research competencies, including the communication research and other research reports,
4. To demonstrate the social application of communication theory and research
5. To assess students in the twelve areas of communication competence as defined by the department.

Writing Extensive Course

This course has been designated "writing extensive" for our department. That means you are required to write a minimum of 3000 words (approximately 12 typed pages).

Textbooks

Required Texts:

Rubin, R. B., Rubin, A.M., & Piele, L.J. (1990). Communication research: Strategies and sources. Belmont, CA: Wadsworth.

Williams, F. (1989). The new communications. Belmont, CA: Wadsworth.

Recommended Reference Texts: These tools will be helpful in this course and should be useful throughout your degree program. Depending on your area of concentration, some will be more valuable than others.

Devito, J. A. (1986). The communication handbook: A dictionary. New York: Harper & Row, Publishers.

Singleton, R. S. (1990). Filmmaker's dictionary. Beverly Hills, CA: Lone Eagle.

Weiner, R. (1990). Webster's new world dictionary of media and communications. New York: Webster's New World.

Publication manual of the American Psychological Association. (1984). Washington, DC: American Psychological Association.

Strunk, W., & White, E. B. (1979). Elements of style. New York: MacMillan Publishing Co., Inc.

Assignments and Testing

Be sure to carefully examine my **grading criteria** on the assignment feedback forms. I'll try to incorporate the twelve competencies

throughout the course. In addition, you'll need to follow the expectations for the specific assignment. Grades will be based on a point total of 100 points: A= 90%, B=80%, C=70%.

Please type **written assignments**. I encourage the use of computers. Use a clear and concise writing style. My preferred style manual for the course is the Publication Manual of the American Psychological Association.

Due dates for assignments are indicated in the schedule, and I expect you to arrange your schedule so that you can meet dates. I try to adhere to the schedule so that I can grade papers efficiently, be fair to all students, and encourage professional behavior on the part of students. If you have a problem, see me *in advance* of the due date. In-class assignments and tests cannot be made up. You should expect late written assignments to be docked 50% of the grade. Late make-up work is due in my mailbox by 1:00 PM, Nov. 14. None will be accepted past this date for any reason.

Communication Assessment Measure (no points but all 4 parts are required for course grade): You will be given a four-part assessment test. The purpose of these tests is to assess your knowledge and attitudes prior to your declaration of major. The students with the highest scores on the CAM will be exempted from the course final examination (with an automatic "A" for the exam).

Written and Oral Report of Introduction to the Field (5%): Those students who do not give a report on the department will give a short report on some aspect of the field of communication studies. Topics will include: characteristics of communication, functions of communication, importance of communication, models of communication, the functions of theories, criteria for a good communication theory, early history and development of communication, modern development of communication, contextual approaches to communication. Provide a one page (up to 250 words) typed handout for your professor and classmates (you'll need to make copies for each person which you will bring when you give your oral report).

or

Written and Oral Report of Introduction to the Department (5%): Student who do not give a report on the field of communication studies will give a short report about the department (5 minutes). Obtain your information through interviews. Topics will include: Aitken, Altschul, Black, Bodine, Collier, Gutenko, Kircher, Koehler, League, Marr, Neer, Poe, Rener, Communication Club, Debate Program. Provide a one page (up to 250 words) typed handout for your professor and classmates (you'll need to make copies for each person which you will bring when you give your oral report).

Research Paper and Oral Discussion (25%): Students will write a major research paper. It will conform to the APA style manual, be 6-10 typed pages, and contain a minimum of ten recent, scholarly references. In addition to the paper, you will give an oral report and conduct a class discussion on the topic. There are several general communication theory texts on reserve in the library to help you define the general area of your research and to give you a starting place on references. Let me know your preference or you will have an assigned topic from the following list: (1) trait approach to studying communication, (2) approaches to understanding persuasion, (3) signs, symbols and signals,

(4) language and perception, (5) nonverbal behavior approaches to the study of communication, (6) interpersonal attraction theories and relational development, (7) theories of organizational communication, (8) small group communication theories, (9) the functional approach to mass communication theory, (10) mass communication uses and gratifications theory, (11) the rules approach in mass communication, (12) mass communication cultivation theory, (13) representative intercultural communication theories, (14) a feminist approach to communication study (15) ethnocentrism (16) communication of social change (17) semiotics (18) systems theory. Include a one page abstract (250 words) that you will hand out to your teacher and classmates (you'll need to make copies for each person you will bring when you give your oral report).

Student Portfolio (5%): All students majoring in Communication Studies are required to keep a portfolio as part of the department's ongoing assessment program. The primary purpose of this portfolio is to guide your learning and provide faculty with information for advising students and for writing letters of reference for students. We also are using the portfolio system for departmental evaluation, and we need your help to improve our program. The specifics of the portfolio will be contained in the Communication Studies advising documents. You should make copies of most of your assignments for this course to place in the portfolio.

Communication Competencies Self-Assessment Essay (5%): The faculty of this department have established twelve communication competencies we expect in our graduating students. We would like to know your views about the value of these competencies. Rank each according to how valuable you perceive the competency and how skilled you believe yourself to be in the competency. After ranking, describe your competencies in detail in three areas. Write the assignment in essay form, 250-500 words, typed. The competencies are:

1. Critical thinking skills
2. Interpersonal competence
3. Language competence
4. Leadership competence
5. Reading competence
6. Research competence
7. Oral communication competence
8. Cultural appreciation
9. Writing competence
10. Decision-making competence
11. Theoretical competence
12. Ethical/philosophical appreciation

Course Learning Goals Essay (5%): Write a 250 word typed essay about your learning goals for this course and <u>how you</u> plan to accomplish them. Some goals to consider:

1. Learning facts and principles of the subject matter.
2. Developing higher order critical thinking skills.
3. Preparing you for jobs and a career.
4. Developing your own abilities and communication competencies.
5. Learning basic learning skills.

Professional Goals Essay (5%): Write a 250 word typed essay about your personal goals upon graduation, five, and ten years. You should discuss graduate study, career objectives, professional organization membership, and other professional development goals. Although no one knows to what extent you will meet these goals, be clear and focused about what you want to do after graduation.

Conference with Professor (5%): Meet with your professor at mid-semester to discuss your progress on your research paper. Bring a list of the sources you are using, and copies of some scholarly research articles you will be using in your paper.

Quizzes, in-class assignments, class discussion (25%): You are expected to attend and contribute regularly to class sessions. You should expect unannounced quizzes on material assigned or discussed.

Final Examination (20%):
There will be an objective style examination over course material during the scheduled final examination period.

Research Seminar in Communication: ComS 483

Purpose of the Capstone Course:

(1) To enable the student to gain additional expertise within a specific area of communication study,
(2) To sharpen analytic and critical skills essential to defining and conducting communication research,
(3) To refine the student's ability to critically evaluate communication research,
(4) To perform the role of research critic by reviewing and evaluating both the written prospectus and the final written report of another student in the course.

Note: The critic will prepare a 3-4 page written critique similar to those prepared by associate editors/reviewers in their determination of the acceptability of a manuscript submitted to their respective journals.

Major Assignment:

The student will prepare a manuscript of journal length appropriate for competitive review at a state, regional, or national journal or association meeting. The paper should be 20-25 typed pages, excluding tables, references, notes, and other appendices and figures, following either the MLA or the APA style manual)

Structure of the Course

1. Designing the Research Investigation

Elaboration of the research process and discussion of potential research topics.

2. Student Prospectus Report

Students present an oral presentation of their written prospectus. The prospectus must define the specific area of study to be investigated, detail a rationale and purpose for conducting the research, and specify the research methods appropriate to investigating the research question.

3. The Investigative Process

Class is dismissed for four weeks to continue investigation of the project and to meet with the instructor individually to discuss the status of the investigation.

4. Status Update Report

Oral report detailing current progress and significant problems or obstacles encountered.

5. The Investigative Process: Phase 2

Class dismissed for three weeks in order to finalize the

written report and share first draft with the instructor for necessary revisions.

6. Final Oral Report

Presentation and critique of each student's project.

Other possible inclusions: (a) additional time may be spent in proposal writing; (b) may devote time to "career engagement strategies," including cover letter and resume writing, interviewing strategies, and initiating career and job searches; (c) students may be assigned to individual faculty who also attend the three oral reports--thus simulating a convention session and therefore involving increased faculty involvement.

General Communication Competencies Rating Form

Critical thinking skills
__shows analysis and interpretation in intrapersonal context
__valid logic and support
__accurate observation, memory
__recognizes bias, persuasion, fallacious reasoning

Interpersonal competence
__appropriate self-disclosure and expressiveness
__demonstrates empathy, altercentrism, supportiveness
__shows assertiveness, with appropriate social relaxation
__adequate immediacy, interaction management

Language competence
__clear and specific use of verbal codes
__avoidance of language bias (e.g. cultural sensitivity)
__appropriate use of power and style
__appropriate nonverbal elements

Reading and research competence
__appreciation for various classical and contemporary sources
__using computer and library sources
__sufficient quality and variety in scholarly sources
__discovery of facts and issues relevant to the task

Oral communication competence
__adaptation to the source, audience, and occasion
__effective introduction, body, and conclusion to message
__adequate support, proof, attention devices, and visual aids
__effective verbal and nonverbal delivery style

Cultural appreciation (e.g. gender, race, sexual orientation, age, national, or ethnic)
__appreciation of role of communication in society
__sensitivity to other cultures
__recognition of art and beauty in communication context
__socially responsible topic, persuasion, and problem solving

Writing competence
__appropriate topic, with sufficient focus, relevance, and importance
__adequate, relevant, and up-to-date research within a well-written document
__adaptation to specific style manual and teacher requirements
__ evidence of revision and integration of ideas related to feedback from earlier draft(s)

Leadership and decision-making competence
__knowledge of problem-solving and conflict management
__effective use of roles, norms, persuasive techniques
__rhetorical sensitivity and the process of adaptation
__critical listening and reflective thinking skills

Theoretical competence
__uses theories to organize, explain, and describe experience
__identifies major communication theories in operation
__applies everyday experiences to theoretical frameworks
__going beyond the observable to provide predictive knowledge and stimulate thought and discussion

Ethical and philosophical appreciation
__evaluates motives of self and others
__approaches communication from interdependent, altercentric, honest perspective
__shows sensitive insight, imagination, creativity
__applies knowledge to solving pressing social problems

Oral Competency Rating Form

Student:
Assignment:
Time: Grade:

Rating

_____Choice of Subject
  Appropriate to speaker, audience, occasion
  Appropriate to assignment and time limit
_____Introduction
  Gains attention
  Builds credibility for speaker
  Discloses purpose
  Motivates audience to listen
_____Organization
  Clear and simple
  Appropriate
_____Supporting material
  Adequate variety of support
  Use of logical proofs
  Use of emotional appeals
  Appeals to needs/motivations
  Adequate attention devices
  Appropriate use of visual aids
_____Conclusion
  Makes memorable
  Summarizes
  Appeals for action
_____Delivery
  Use of facial expressions, eye contact
  Use of gestures
  Effective posture and movement
_____Voice and pronunciation
  Quality
  Flexibility
  Emphasis
  Correctness and variety
_____Language
  Clarity, concreteness
  Vividness
  Forcefulness
  Style
_____Written assignment
_____Overall effectiveness of presentation

Percentage Rating Scale
10 Excellent, 9 Superior, 8 Good, 7 Fair, 6 Below average, 5 Poor

Written Competency Rating Form

Student:
Assignment:
Time: Grade:

Rating

_____Topic/purpose selection appropriate:
- Relates to course content
- Clearly phrased thesis statement
- Sufficiently narrow and focused

_____Research:
- Sufficient number and variety
- Correct use of style manual
- Recent or classic works cited
- Used scholarly sources
- Reference list reflects works cited
- Adequate support for ideas
- Sufficient citations for ideas used or quoted
- Evidence of research into original works

_____Writing style:
- Fits requirements of assignment
- Integrated ideas/response related to feedback on earlier draft(s)
- Clear, scholarly writing style
- Appropriate spelling, grammar, technical aspects
- Uses rules of specific instructor
- Adequate length (well-developed without being verbose)
- General headings reflect appropriate organization

_____Ideas:
- Clarity
- Critical analysis and insights
- Well-supported ideas
- Shows fresh point of view, creative insights___
- Appropriate for assignment
- Indicates careful thought and preparation

_____Overall effectiveness

Percentage Rating Scale

20 Excellent
18 Superior
16 Good
14 Fair
12 Passing below average
10 Poor

Communication Assessment Measure

Statement of Purpose

The University of Missouri system has requested that all four of its campuses conduct an assessment of all its undergraduate students. The assessment was mandated by the governor as a means of determining how effectively the university is fulfilling its mission of providing students with a quality education. This assessment is designed to determine what students know when entering and leaving our program, and whether students learn the essentials of a well-rounded education. Thus, this assessment will provide valuable information to the Department of Communication Studies about how effectively we are fulfilling our particular mission as well as providing feedback essential to improving our quality of instruction. You will take this or a similar test at various stages throughout the program.

Directions

With this purpose in mind, please answer all the questions which appear in this assessment as carefully and thoughtfully as you can. Some questions have right or wrong answers, others require your opinion. If you do not know the answer to a question, make your best guess.

There are four assessment tests to complete. This test is the first of four, and contains information taken from various core courses in speech and mass communication. Please answer these as carefully as possible, doing your best. In addition, there is a "student profile" at the end of this test that you will need to complete.

Scoring of this test will be handled administratively by the Department of Communication Studies Director of Assessment. If you have any questions, please talk to the Director. Your professor will not see the scores to this or subsequent assessment tests this semester. After this semester, your scores will be placed in your Communication Studies department portfolio, which is required for Communication Studies majors. Please see the department secretary when you wish to review your portfolio.

We sincerely appreciate your participation in department assessment, and we hope the information we learn will help make your education the most effective one possible.

RETURN THIS TEST BOOKLET TO YOUR INSTRUCTOR

DO NOT REMOVE THIS TEST FROM THE ROOM.

Test Booklet #_____

NOTE: PLACE ALL ANSWERS ON ANSWER SHEET ALONG WITH YOUR NAME AND STUDENT NUMBER (SSN).

CAM: Pretest

1. The primary purpose of speech making is:
   1. to display the speaker's knowledge.
   2. to gain experience as a speaker.
   3. to learn more about the speech topic.
   4. to try out new ideas with an audience.
   5. to gain a desired response from listeners.

2. One of the ways speakers analyze audiences is by looking at traits such as age, sex, religion, group membership, and racial, ethnic, and cultural background. This is called:
   1. psychological audience analysis.
   2. situational audience analysis.
   3. demographic audience analysis.
   4. descriptive audience analysis.
   5. background audience analysis.

3. As the size of your audience increases, your presentation should usually become more:
   1. formal. 2. flexible. 3. punctual. 4. extemporaneous. 5. none of the above.

4. If you were giving an informative speech to a general audience about investing in the stock market, the most important factor to consider when analyzing your audience would probably be:
   1. the physical setting for the speech.
   2. the knowledge of the audience about the topic.
   3. the size of the audience.
   4. the racial, ethnic or cultural background of the audience.
   5. the group membership of the audience.

5. If you were giving an informative speech to a general audience on the presidency of John F. Kennedy, the most important factor to consider when analyzing your audience would probably be:
   1. religion. 2. sex. 3. economic standing. 4. age. 5. group membership.

6. If you were giving a persuasive speech to a general audience on the subject of income tax reform, the most important factor to consider when analyzing your audience would probably:
   1. education.
   2. group membership.
   3. age.
   4. listener's disposition toward the occasion.
   5. economic standing.

7. Which research source provides an up to date index of more than 180 of the most widely read magazines in the U.S.?
   1. Social Sciences Citation Index
   2. ERIC
   3. Bibliographic Index
   4. The Readers' Guide to Periodical Literature
   5. The Guide of American Periodicals

8. To paraphrase is to:
   1. use someone else's idea without giving them credit.
   2. create a new way of describing an event.

3. violate the standards of ethical public speaking.
4. give the gist of someone's statement in your own words.
5. use testimony for persuasive purposes.

9. Which organizational pattern would be most effective for arranging the main points of a speech with the specific purpose "to inform my audience about the three basic types of fairy tales"?
1. chronological
2. spatial
3. problem-solution
4. topical
5. all of the above

10. The conclusion of a speech is an appropriate time to:
1. establish good will.
2. include supporting materials you could not work into the body.
3. reinforce commitment to the central idea.
4. apologize for any mistakes you may have made during the speech.
5. all of the above.

11. Arranged in random order below are a main point, two subpoints, and two subsubpoints from a speech preparation outline. Which is the main point?
1. One example of this kind of phobia is the child who is bitten by a dog and who remains fearful of dogs thereafter.
2. Most phobias are caused by a frightening experience, usually in childhood.
3. Phobias can develop either in childhood or adulthood.
4. Another example is the person who develops a fear of heights after falling off a ladder.
5. Some phobias seem to develop suddenly in adulthood without apparent cause.

12. Arranged in random order below are a main point, a subpoint, and three subsubpoints from a speech about diabetes. Which is the subpoint?
1. Insulin injections are literally a life saver for millions of people with diabetes.
2. In the future, it may be possible to take insulin orally, without the discomfort of injection.
3. Before insulin was developed in 1921 diabetes was usually a fatal disease.
4. Diabetes can be controlled by injections of insulin and by control of diet.
5. Today, daily injections of insulin allow even severe diabetics,to live normal lives.

13. Which of the following words is the most concrete and specific?
1. Ford products
2. Mustangs
3. vehicles
4. transportation
5. automobiles

14. If you were discussing statistical trends in a speech, what kind of visual aid would you probably use to clarify the trends for listeners?
1. a chart
2. a map
3. a diagram
4. a graph
5. a model

15. What error in reasoning is exemplified by the following statement: "This morning I walked under a ladder, and this afternoon my bicycle was

stolen. If I hadn't walked under that ladder, I would still have my bicycle."

1. false cause
2. hasty generalization
3. invalid analogy
4. faulty deduction
5. circular thinking

16. Which of the following is NOT an effective way of managing interpersonal conflict?

1. Recognize that conflicts can be settled.
2. Check your perceptions to make sure you understand each other.
3. Put a solution into practice quickly and don't worry about evaluating it.
4. Define and describe the conflict.

17. Group members can deal with conflict situations effectively and enhance decision making in several ways. Which of the following is NOT an effective method?

1. aiming a consensus
2. focusing on ideas and not personalities
3. looking for and building areas of agreement
4. suppressing conflict when it occurs

18. When angry we should focus on a person's behavior instead of his or her personality, intelligence, skill, or worth. Theory recommends that we allow both our honest anger and affirming love show to other people. Given this context, which of the following is the least effective message?

1. "I don't like blaming or being blamed."
2. "You're trying to run my life."
3. "I am angry."
4. "I feel rejected."

19. According to research, which of the following is false?

1. Men interrupt others more than women do, and women are more frequently interrupted by others.
2. Male-female dyads talk longer about a topic than same sex dyads.
3. Men talk more than women.

20. Some people are more successful than others in initiating conversation. The person who is successful is most apt to:

1. talk a lot, with a fairly rapid rate.
2. disagree or argue freely to stimulate discussion.
3. ask open-ended questions.
4. keep compliments to himself or herself.

21. According to research, which of the following is false regarding expressing feelings verbally?

1. To experience emotions and express them to another person is not only a major source of joy, it is also necessary for your psychological well-being.
2. Problems arise in relationships because we have feelings.
3. If you want to communicate clearly, your verbal and your nonverbal expression of feelings must agree or be congruent.
4. When you are unaware or unaccepting of your feelings, or when you lack skills in expressing them, your feelings may be communicated indirectly through commands, accusations, sarcasm, or other methods.

22. In perceiving people and stereotyping, researchers have explained how we observe and interpret the behavior of others. Which of the following is not one of their findings?

1. We attend most closely to the unusual in behavior, and we do so, apparently, in order to learn, to gain sufficient information about the person performing this unusual behavior so that we may anticipate how he or she is going to behave in the future.
2. In most situations, there is simply more information than we can handle.
3. What we notice about ourselves and what we choose to tell another person about ourselves are usually those characteristics that are common in our customary environments.
4. Once we have classified two people into different categories, we may exaggerate the differences between them and ignore similarities.

23. Which of the following statements if false?

1. More communication is always a good thing.
2. Communication aids in satisfying most of our human needs.
3. Meanings rest in people, not words.
4. Noise or communication interference can be internal or external.

24. Which communication activity do people do most?

1. speaking
2. smelling
3. touching
4. listening
5. reading

25. In which situation would empathic listening be MOST beneficial?

1. listening to a professor's lecture
2. listening to a campaign speech
3. listening to a friend's problems
4. watching a TV soap opera
5. auditioning for Phantom of the Opera

26. One of the ways we perceive others is to attribute or infer intentions to others based on our perception of their personalities.

1. True
2. False

27. Which one of the following best describes how conflict may be handled in dialogue:

1. affirmation of one's opponent
2. mutual recognition of each other's humanity
3. remaining committed to one's own position yet open to another's
4. all of the above
5. none of the above

28. Words do which one of the following that nonverbal communication cannot do?

1. Words can express emotions better than nonverbal cues.
2. Judgments and opinions must be clarified through words rather than nonverbal communication.
3. Nonverbal communication is more precise than verbal communication.
4. Words cannot communicate abstract ideas as easily as nonverbal cues.

29. Language usually plays only a minor role in how we think about or perceive a particular group of people.

1. True
2. False

30. One of the following is true regarding nonverbal communication:
   1. It is culturally determined.
   2. It carries more meaning than verbal communication.
   3. It is easier to interpret than verbal communication.
   4. Most of our nonverbal communication is intentionally controlled.

31. In today's environment, people are more often the receivers of communication messages than the source.
   1. True 2. False

32. The channel through which a message travels from source to receiver is called a(n):
   1. media 4. transmitter
   2. medium 5. source
   3. organization

33. The fact that people who might otherwise be deprived of social relationships find companionship in media content and media personalities is called:
   1. conversational currency 4. withdrawal
   2. para-social relationships 5. vicarious identification
   3. social utility

34. The "New World Information Order" is an attempt by Third World countries to change the existing system of international communication.
   1. True 2. False

35. The Areopagitica was penned by:
   1. Ben Franklin 3. Benjamin Day
   2. John Milton 4. William Caston

36. The break-up of NBC's Red and Blue Networks led to the formation of:
   1. Columbia Broadcasting Company 3. National Public Radio
   2. The Mutual Broadcasting 4. American Broadcasting Company

37. In contemporary media theory, "realism" is generally taken to be:
   1. A window on reality.
   2. One aesthetic style among others.
   3. Superior to formalism.
   4. All of the above.

38. Media performs the following in regard to cultural reality:
   1. Reflects and transmits reality.
   2. Creates, maintains, repairs, and transforms reality.
   3. Has no connection to reality.
   4. Contains reality.

39. The study of semiotics involves:
   1. Media effects.
   2. How signs produce meaning.
   3. The transmission of messages from sender to receiver.
   4. Semantic messages used for media surveillance.

40. The "Frankfurt School" of cultural theory believed the mass media:
   1. Would increasingly develop more diffused audiences.
   2. Promoted increased violence in children.
   3. Played the major role in idealogical formation.
   4. Was less influential on children than the family and peer group.

41. The term "hegemony" refers to:
   1. Dominant ideas.
   2. The narrative organization of media messages.
   3. Binary oppositions.
   4. The use of metaphors in advertising.

42. Communication competency may be described as:
   1. the ability to demonstrate knowledge of appropriate communication behaviors in specific situations.
   2. actual language performance and the achievement of interpersonal goals.
   3. responsible participation by an individual in a transaction which leads to maximized outcomes of shared meanings.
   4. all of the above.

43. Physiological needs, safety and security needs, love and social belonging, esteem and prestige, and finally reaching one's potential are elements:
   1. relating to Maslow's Hierarchy of Needs theory.
   2. explaining the Gorb's Motivation for Leadership theory.
   3. defining Skinner's Positive Reinforcement theory.
   4. pertaining to Herzberg's Motivation-Hygiene theory.

44. Satisfaction with a supervisor:
   1. correlates with the communication competence of both the subordinate and the supervisor as perceived by the subordinate.
   2. depends on how well the organization has complied with the tenets of Motivation-Hygiene theory.
   3. correlates with salary level.
   4. depends on length of experience in interactions between the supervisor and subordinate in the particular situation.

(45-48.) The goal of the scientific model is to generate explanatory hypotheses that may be tested through careful observation. The four statements in 45-48 describe the necessary steps. Match the description with its chronological place in the scientific model.
   1. Step one.
   2. Step two.
   3. Step three.
   4. Step four.

45. Deduce other results from the model. Find other cases that fit the model and make predictions.

46. Look at the facts and develop a general explanation from which the observed facts may logically be deduced. Speculate about the processes which might have produced the results.

47. Decide whether the implications produced are true. Conduct research to determine whether the model should be rejected or refined.

48. Observe some facts. These facts should be related to other facts and be repeatable. These are called phenomena.

49. In a research paper, when should the author cite a source?

1. When a direct quote is used.
2. When another's ideas are paraphrased.
3. Every time ideas or information come from someone other than the author.
4. All of the above.

50. Which was the correct American Psychological Association (APA) style for a reference listing?

1. Adapted from David W. Johnson and Frank P. Johnson, Joining Together: Group Theory and Group Skills. Englewood Cliffs, N.J.: Prentice-Hall, 1975. 80-81.
2. Cragan, John F. and Wright, David W. 1980. Communication in Small Group Discussions: A Case Study Approach. St. Paul, Minn.: West Publishing, p. 56.
3. C. David Mortensen, Communication: The Study of Human Interaction (New York: McGraw-Hill, 1972), pp. 267-268.
4. Russo, N. F. (1967). Connotations of seating arrangements. Cornell Journal of Social Relations, 2, 337-344.
5. All of the above are APA style.

CAM: Student Profile

51. Your sex is: (1) female; (2) male.

52. You are: (1) employed full time; (2) employed part-time; (3) not employed within the last year.

53. Approximately what percentage of the time have you held part- or full-time employment since attending UMKC? (1) zero; (2) 25%; (3) 50%; (4) 75%; (5) 100%.

54. From the time you started, how many years did it take you to complete your undergraduate degree? (1) 4 years; (2) 5; (3) 6; (4) 7 (5) 8; (6) 9; (7) 10; (8) 10+; (9) undergraduate degree is not completed yet.

55. Did you? (1) transfer from a junior college; (2) transfer from another university; (3) study only at UMKC.

56. Have you completed an internship program while enrolled in the Communication Studies Department? (1) yes; (2) no.

57. Did you receive any form of academic scholarship monies (Chancellor's Award, Mayor's Award, Women's Council funds, etc.) to attend UMKC? (1) yes; (2) no.

58. Your age is: (1) under 20; (2) 20-25; (3) 26-30; (4) 31-35; (5) 36-40; (6) 41-45; (7) 46-50; (8) 50+

59. In an average week, how many hours of television do you estimate you watch? (1) none; (2) 1-2 hours; (3) 3-7; (4) 8-16; (5) 17-20; (6) 21-27; (7) 28-35; (8) 35-40 (9) 40 or more.

(60-68) In the average week of television viewing, what percentage of television viewing time would you estimate that you spend watching each of the following types of shows (total should equal 100%)? Use the following scale for questions 60-68.
(1) 0% (2) 10 (3) 25 (4) 40 (5) 50 (6) 60 (7) 75 (8) 90 (9) 100%
60. daily news (Evening News, Good Morning America, for example)
61. situation comedies (Cheers, Designing Women, Bart Simpson, for example)
62. movies
63. Arts and education shows (PBS, Discovery programs, for example)
64. Weekly news shows (60 minutes, Meet the Press, for example)
65. Dramatic series (LA Law, Northern Exposure, "soap operas," for example)
66. Sports programs
67. Talk shows (Oprah, Donahue, Arseneo, for example)
68. Real life shows (Funniest Videos, 911, Inside Edition, for example)

69. How often do you read the newspaper (*Kansas City Star* or other major newspaper)? (1) never/almost never; (2) once a week; (3) 2-3 times a week; (4) 4-5 times a week; (5) daily.

When you read the *Kansas City Star*, or other major newspaper, which sections do you read?
70. Editorial page: (1) yes; (2) no
71. Sports: (1) yes; (2) no

72. Feature articles: (1) yes; (2) no
73. Local news: (1) yes; (2) no
74. National news: (1) yes; (2) no
75. International news: (1) yes; (2) no
76. Comics: (1) yes; (2) no
77. Arts/entertainment: (1) yes; (2) no
78. Business/finance: (1) yes; (2) no

(79-85) How often do you read any of the following kinds of magazines? For questions 79-85, use this scale:
(1) never-almost never (2) a few times a year (3) monthly (4) weekly

79. News (*Time, US News and World Report*, etc.)
80. Art /Culture (*The Atlantic, Harpers, New Yorker*, etc.)
81. Science (*Byte, Omni, Discover, National Wildlife*, etc.)
82. Women's or Men's (*Elle, Vogue, Gentlemen's Quarterly*, etc.)
83. Entertainment/Hobbies (*People, TV Guide, Sports Illustrated, National Inquirer*, etc.)
84. Improvement (*American Health, Success*, etc.)
85. Business/Finance (*Forbes, Money, Wall St. Journal*, etc.)

86. How many books of fiction do you read in an average year?
(1) 1; (2) 2; (3) 3; (4) 4; (5) 5; (6) 6; (7) 7; (8) 8; (9) 9 or more;
(10) I don't read fiction.

87. How many books of non-fiction other than course reading assignments?
(1) 1; (2) 2; (3) 3; (4) 4; (5) 5; (6) 6; (7) 7; (8) 8; (9) 9 or more;
(10) I don't read non-fiction outside of textbooks.

88. When you read a book outside of a class assignment, how long do you generally spend reading the entire book?
(1) a day; (2) 2-3 days; (3) 4-6 days; (4) 1-2 weeks; (5) 3-4 weeks; (6) several weeks; (7) several months; (8) seldom or never finish books; (9) do not read books

89. When you read an assigned novel for a class, how long do you generally take to read the book (assuming you know the assignment at the beginning of the semester)?
(1) a day; (2) 2-3 days; (3) 4-6 days; (4) 1-2 weeks; (5) 3-4 weeks; (6) several weeks; (7) entire semester; (8) seldom or never finish novels; (9) do not read novels in class.

(90-94) Did you take any of the following courses at <u>another institution</u>?
90. Public speaking: (1) yes (2) no
91. Introduction to Mass Communication: (1) yes (2) no
92. Writing for the Media: (1) yes (2) no
93. Interpersonal Communication: (1) yes (2) no
94. Persuasion: (1) yes (2) no

95. What is your approximate total GPA including both communication courses and all other courses?
(1) below 2.0; (2) 2.0; (3) 2.25 (4) 2.5; (5) 2.75; (6) 3.0; (7) 3.25 (8) 3.5; (9) 3.75+.

96. Below are listed several types of interpersonal interaction. Which one do you <u>most enjoy</u>?
(1) talk with an individual friend or family member

(2) enjoy friends/family at a party or gathering
(3) attend an activity with a friend or family member
(4) go somewhere I can meet new people
(5) engage in verbal debate or argument
(6) play game or sports with friends/family

97. Below are listed several types of interpersonal interaction. Which one do you least enjoy?
(1) talk with an individual friend or family member
(2) enjoy friends/family at a party or gathering
(3) attend an activity with a friend or family member
(4) go somewhere I can meet new people
(5) engage in verbal debate or argument
(6) play game or sports with friends/family

(98-108) Below are a list of communication activities. Which are you likely to do approximately once a week or more often?
98. View a videotape: (1) yes (2) no
99. Go to a movie: (1) yes (2) no
100. Go to a live performance: (1) yes (2) no
101. Attend a religious gathering: (1) yes (2) no
102. Attend a lecture or museum: (1) yes (2) no
103. Go to see a event with a friend or family member: (1) yes (2) no
104. Talk to friends/family on telephone: (1) yes (2) no
105. Use a computer: (1) yes (2) no
106. Write a letter or send a card to friends/family: (1) yes (2) no
107. Listen to self-improvement/relaxation tapes, or books on tape: (1) yes (2) no
108. Listen to musical cassettes/discs: (1) yes (2) no

109. Other things being equal, which one classroom assignment would you do best?
(1) write a paper; (2) take an essay test; (3) give a speech; (4) take an objective test; (5) conduct a class discussion; (6) complete a small group project; (7) roleplay or perform in a skit; (8) engage in a debate.

110. In general, which type of communication do you most enjoy?
(1) intrapersonal (alone); (2) interpersonal (with another person); (3) group; (4) public speaking; (5) mass media

111. In general, which type of communication do you think is most important?
(1) intrapersonal (alone); (2) interpersonal (with another person); (3) group; (4) public speaking; (5) mass media

112. In general, which type of communication do you think is most informative?
(1) intrapersonal (alone); (2) interpersonal (with another person); (3) group; (4) public speaking; (5) mass media

113. Number of communication studies credits earned to date (excluding courses currently enrolled): (1) 0; (2) 3; (3) 6; (4) 9; (5) 12; (6) 15; (7) 18 or more.

114. My class standing is: (1) freshman; (2) sophomore; (3) junior; (4) senior.

115. The instructor of this course is: (1) Neer; (2) Gutenko; (3) Aitken; (4) Kelly; (5) Koehler; (6) Butler; (7) Poe.

116. The number of the course in which I am completing this survey is: (1) 206; (2) 320; (3) 341; (4) 344; (5) 377; (6) other.

117. Are you intending to declare (or have you declared) communication studies as your major? (1) yes; (2) no; (3) uncertain.

118. If "yes" or "uncertain" was your response to the above question (#117), what area of emphasis will you declare in communication studies? (1) Speech Communications; (2) Mass Communications; (3) uncertain

CAM: Student Ranking of Learning Goals

The faculty of this department has established twelve communication competencies we expect in our graduating students. We would like for you to assess your knowledge and skills in these areas. How do you think you compare to other students majoring in Communication Studies here at UMKC? Please rank your competence in each according to this scale:

1 = knowledge and skills much higher than most communication studies majors.
2 = moderate knowledge and skills
3 = average knowledge and skills
4 = less knowledge and skills than most communication studies majors

1. Critical thinking skills
2. Interpersonal competence
3. Language competence
4. Leadership competence
5. Reading competence
6. Research competence
7. Oral communication competence
8. Cultural appreciation
9. Writing competence
10. Decision-making competence
11. Theoretical competence
12. Ethical/philosophical appreciation

Write an essay about your learning goals for this course and how you plan to accomplish them.

CAM: Interaction Involvement Scale (Cegala)

The statements below relate to your communication interaction. Evaluate each item on a 7-point scale from "very much like me" to "not at all like me."

1 = very much like me
2 = like me
3 = somewhat like me
4 = not sure
5 = somewhat unlike me
6 = not like me
7 = not at all like me

1. I am keenly aware of how others perceive me during my conversations.
2. My mind wanders during conversations and I often miss parts of what is going on.
3. Often in conversations I'm not sure what to say, I can't seem to find the appropriate lines.
4. I carefully observe how others respond to me during my conversations.
5. Often I will pretend to be listening to someone when in fact I'm thinking about something else.
6. Often in conversations I'm not sure what my role is; that is, I'm not sure how I'm expected to relate to others.
7. I listen carefully to others during a conversation.
8. Often I am preoccupied in my conversations and do not pay complete attention to the others.
9. Often in conversations I'm not sure what the other is *really* saying.
10. Often in conversations I am not sure what others' needs (e.g., reassurance, a compliment, etc.) are until it is too late to respond appropriately.
11. During conversations I am sensitive to others' subtle or hidden meanings.
12. I am very observant during my conversations with others.
13. In conversations I pay close attention to what others say and do and try to obtain as much information as I can.
14. Often I feel sort of "unplugged" from the social situation of which I am part; that is, I'm uncertain of my role, others' motives, and what's happening.
15. In my conversations I really know what's going on; that is, I have a "handle on the situation."
16. In my conversations I can accurately perceive others' intentions quite well.
17. Often in conversations I'm not sure how I'm expected to respond.
18. In conversations I am responsive to the meaning of others' behavior in relation to myself and the situation.

CAM: Communication Style (Norton)

The statements below concern your communication style. Indicate the degree to which the statements apply to the way you communicate by marking each statement whether you

1 = strongly agree
2 = agree
3 = are undecided
4 = disagree
5 = strongly disagree

19. I readily reveal personal things about myself.
20. I always prefer to be tactful.
21. I am conscious of nervous mannerisms in my speech.
22. In most social situations I generally speak very frequently.
23. In most social situations I tend to come on strong.
24. I am an extremely friendly communicator.
25. I have a tendency to dominate informal conversations with other people.
26. What I say usually leaves an impression on people.
27. As a rule, I am very calm and collected when I talk.
28. I leave people with an impression of me which they tend to remember.
29. I can always repeat back to a person exactly what was said.
30. Under pressure I come across as a relaxed speaker.
31. The rhythm or flow of my speech is affected by my nervousness.
32. The first impression I make on people causes them to react to me.
33. Most of the time I tend to be very encouraging to people.
34. I try to take charge of things when I am with people.
35. I always show that I am very empathetic with people.
36. I am an extremely open communicator.
37. Usually I do not tell people very much about myself until I get to know them quite well.
38. I am an extremely attentive communicator.
39. I really like to listen very carefully to people.
40. The way I say something usually leaves an impression on people.
41. As a rule, I openly express my feelings or emotions.
42. Often I express admiration to a person even if I do not strongly feel it.
43. I am a very relaxed communicator.
44. I would rather be open and honest with a person rather than closed and dishonest, even if it is painful for that person.
45. I leave a definite impression on people.
46. I habitually acknowledge verbally other's contributions.
47. I am dominant in social situations.
48. I deliberately react in such a way that people know that I am listening to them.

CAM: Instructor Immediacy Behavior (Gorham)

Below are a series of descriptions of things some teachers have been observed doing or saying in some classes. Please respond to the questions in terms of the class you are in now. For each item, indicate the behavior of the teacher in your class.

1 = very often
2 = often
3 = occasionally
4 = rarely
5 = never

49. Uses personal examples or talks about experiences she or he has had outside of class.
50. Asks questions or encourages students to talk.
51. Gets into discussions based on something a student brings up even when this doesn't seem to be part of his or her lecture plan.
52. Uses humor in class.
53. Addresses students by name.
54. Addresses me by name.
55. Gets into conversations with individual students before or after class.
56. Has initiated conversations with me before, after or outside of class.
57. Refers to class as "my" class or what "I" am doing.
58. Refers to class as "our" class or what "we" are doing.
59. Provides feedback on my individual work through comments on papers, oral discussions, etc.
60. Calls on students to answer questions even if they have not indicated that they want to talk.
61. Asks how students feels about an assignment, due date or discussion topic.
62. Invites students to telephone or meet with him or her outside of class if they have questions or want to discuss something.
63. Asks questions that have specific, correct answers.
64. Asks questions that solicit viewpoints or opinions.
65. Praises students' work, actions or comments.
66. Criticizes or points out faults in students' work, actions or comments.
67. Will have discussions about things unrelated to class with individual students or with the class as a whole.
68. Is addressed by his or her first name by the students.
69. Sits behind desk while teaching.
70. Gestures while talking to the class.
71. Uses monotone/dull voice when talking to the class.
72. Looks at the class while teaching.
73. Smiles at the class while talking.
74. Has a very tense body position while talking to the class.
75. Touches students in the class.
76. Moves around the classroom while teaching.
77. Sits on a desk or in a chair while teaching.
78. Stands behind podium or desk while teaching.
79. Has a very relaxed body position while talking to the class.
80. Smiles at individual students in the class.
81. Uses a variety of vocal expressions when talking to the class.

CAM: Teacher Credibility Measure
(Adapted from McCroskey et al., 1974, and Beatty, 1990)

The following are a series of attitude scales. You are asked to evaluate your instructor in terms of the adjectives on each scale. For example, if you think your instructor is very tall you, you should indicate number 1 on this scale: Tall 1 2 3 4 5 6 7 Short. Of course, if you consider your instructor to be shorter you would mark indicate a number nearer the "short" adjective. The middle space on each scale should be considered "neutral" Indicate number "4" if you feel neither adjective on the scale applies to your instructor or if you feel both apply equally.

My instructor in this course...

82.	Expert	1	2	3	4	5	6	7	Inexpert
83.	Unreliable	1	2	3	4	5	6	7	Reliable
84.	Meek	1	2	3	4	5	6	7	Aggressive
85.	Verbal	1	2	3	4	5	6	7	Quiet
86.	Bold	1	2	3	4	5	6	7	Timid
87.	Silent	1	2	3	4	5	6	7	Talkative
88.	Unselfish	1	2	3	4	5	6	7	Selfish
89.	Kind	1	2	3	4	5	6	7	Cruel
90.	Poised	1	2	3	4	5	6	7	Nervous
91.	Tense	1	2	3	4	5	6	7	Relaxed
92.	Anxious	1	2	3	4	5	6	7	Calm
93.	Unsociable	1	2	3	4	5	6	7	Sociable
94.	Cheerful	1	2	3	4	5	6	7	Gloomy
95.	Irritable	1	2	3	4	5	6	7	Good-natured
96.	Unpleasant	1	2	3	4	5	6	7	Pleasant
97.	Friendly	1	2	3	4	5	6	7	Unfriendly
98.	Cheerful	1	2	3	4	5	6	7	Serious
99.	Cooperative	1	2	3	4	5	6	7	Uncooperative
100.	Dishonest	1	2	3	4	5	6	7	Honest
101.	Qualified	1	2	3	4	5	6	7	Unqualified
102.	Experienced	1	2	3	4	5	6	7	Inexperienced
103	Easy	1	2	3	4	5	6	7	Demanding

CAM: State Motivation Scale (Christophel)

These items are concerned with how *you feel* about this specific class. Please indicate the number toward either word which best represents your feelings. Note that in some cases the most positive score is "1" while in other cases it is "7."

103.	Motivated	1	2	3	4	5	6	7	Unmotivated
104.	Interested	1	2	3	4	5	6	7	Uninterested
105.	Involved	1	2	3	4	5	6	7	Uninvolved
106.	Not stimulated	1	2	3	4	5	6	7	Stimulated
107.	Don't want to study	1	2	3	4	5	6	7	Want to study
108.	Inspired	1	2	3	4	5	6	7	Uninspired
109.	Unchallenged	1	2	3	4	5	6	7	Challenged
110.	Uninvigorated	1	2	3	4	5	6	7	Invigorated
111.	Unenthused	1	2	3	4	5	6	7	Enthused
112.	Excited	1	2	3	4	5	6	7	Not Excited
113.	Aroused	1	2	3	4	5	6	7	Not Aroused
114.	Not fascinated	1	2	3	4	5	6	7	Fascinated

115. What is the number of this Communication Studies course?
1 = 140, 2 = 206, 3 = 317, 4 = 341; 5 = 344; 6 = 377; 7 = other

CAM: Student Knowledge Assessment Form

On this sheet are a variety of topics that relate to communication studies. Consider each topic and ask yourself these questions: Could I carry on a short conversation on this topic? Could I write at least a short paragraph about this topic? If you CANNOT do so, darken response 1 (or "a") by the appropriate number on your answer sheet. Remember only indicate those topics about which you lack knowledge.

1. public speaking
2. adapting to audience
3. persuasive speaking
4. periodical indexes
5. transitional devices
6. speech intros and conclusions
7. alliteration
8. using visual aids
9. propaganda devices
10. self-disclosure
11. Gibb's supportive climates
12. Schutz interpersonal needs
13. group roles and norms
14. intrapersonal communication
15. Aristotle
16. gender communication differences
17. person perception
18. empathy
19. linguistic conditioning
20. first impressions & small talk
21. support
22. concrete-abstract language
23. gatekeeper
24. "New World Information Order"
25. Benjamin Day
26. John Peter Zenger
27. vacuum tube
28. persistence of vision
29. Farnsworth and Zworykin
30. The Jazz Singer
31. David Sarnoff
32. Joseph Pultizer
33. film editing
34. tv commercial script format
35. POV
36. XLS
37. audience analysis
38. informative speaking
39. ethical speaking and writing
40. organizational patterns
41. attention devices
42. connotative-denotation meanings
43. metaphor
44. reasoning
45. speaker credibility
46. conflict management
47. Maslow's hierarchy
48. group decision-making
49. consensus
50. managing anger
51. effective listening skills
52. characteristics of the communication process
53. nonverbal communication
54. interpersonal power
55. attribution theory
56. dissonance
57. interpersonal attraction
58. mass communication
59. vicarious identification
60. penny press
61. The Areopagitica
62. Guglielmo Marconi
63. muckrakers
64. Edward Muybridge
65. The Birth of a Nation
66. semiotic code
67. Potemkin
68. William Randolph Hearst
69. NBC's Red and Blue Networks
70. rundown sheet
71. dolly in
72. social effects of mass media

CAM: Student Evaluation of Instructor

Based on current research on teacher effectiveness (Cross, 1991), the items below represent the core characteristics of effective teaching. On a computer sheet, rate your professor's effectiveness on each item.

1 = effective
2 = somewhat effective
3 = ineffective

1. concern for students
2. knowledge of subject
3. encouragement of discussion
4. preparation for class
5. ability to stimulate interest
6. enthusiasm
7. availability
8. ability to explain

Essay

Please print or write your answers in a way that will allow you to remain anonymous.

1. What is the most valuable aspect to this course and why?

2. What is the least valuable aspect to this course and why?

3. What do you like best about the professor's instructional style?

4. What do you like least about the professor's instructional style?

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